

Ron Smith

LEARNING DEVELOPMENT OFFICE

1979-80

ANNUAL REPORT

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ANNUAL REPORT

This report presents a brief summary of our activities during the past year, an assessment of these services and a plan for activities for the coming year under the following headings:

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- #3. TEACHING DEVELOPMENT SERVICE
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- #5. IMPROVING INSTRUCTIONAL EFFECTIVENESS WORKSHOP
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EVALUATION

As indicated in our previous reports, (see Appendix #1, for last year's report) course evaluation continues to be a large part of our operation. This year saw a 55% increase in the number of the courses we evaluated from 1734 to 2696; from 49,000 questionnaires to 86,000 questionnaires.

A summary of some important statistics (details are in Appendix #2)

<u>Number of courses:</u>	<u>75/76</u>	<u>76/77</u>	<u>77/78</u>	<u>78/79</u>	<u>79/80</u>	
1st term -			156	452	1089	
2nd term -			576	1282	1607	
<u>TOTAL:</u>	342	500	<u>732</u>	<u>1734</u>	<u>2696</u>	80/81 1221 2065 3286

Number of depts:

1st term -	{10	{11	{13	9	21	27
2nd term -				21	26	31

<u>Summer Evaluations:</u>	<u>1979</u>	<u>1980</u>	1981
Departments -	9	13	
Courses -	61	267	

We are pleased with how smoothly the operation ran last year. Many of the questionnaires were revised and improved. An outside consultant, Dr. P. Cranton was hired to assist in the development of procedures to analyze and evaluate questionnaires. We were very pleased with her work. The computer programs were modified and the **organizational detail made even more efficient. Our operation puts** quite a heavy burden on keypunching and the computer center and they were most cooperative and helpful.

1980-81

There are several areas we would like to work on during the coming year.

Procedures for the administration and security of the questionnaires need to be worked out. Two departments hire people to go to each and every class to administer the questionnaires. This is expensive but provides for uniform administration and encourages a high participation rate. Other departments have the individual professors administer the questionnaires. This system is more efficient but has lead to some alleged abuses which need to be investigated (eg. professors taking the completed questionnaires, reading and possibly altering them before they are returned to us).

With 26 departments now using our services, and even more doing evaluations, a careful study of how the results are actually being used in personnel decisions and for improvement should be undertaken. Such a study would look at current practices, the committees' assessment of these procedures, and recommendations for modifications and improvements.

A detailed analysis of the participation patterns needs to be done. Participation fluctuates between departments and across years. It would be important to know who is (and who is not) doing evaluations - the full or part time faculty - and in all or only some of their courses. It is also important to know the reasons for non-participation. Is it some philosophical position? Is there some problem with the system we are unaware of? Can the system be modified to better serve the needs of the entire community.

We absolutely need to acquire a secure and convenient storage area for used questionnaires, which we keep on file for one year. We are currently using the back basement of the neighbouring duplex on West Broadway. That space needs to be improved - a second sub-floor installed to keep boxes dry, as well as proper shelving and a lockable door - or new storage space needs to be made available.

We will continue to advertise and improve our services. There are two faculties which don't use our services very much and they will be contacted.

The procedure of charging departments and faculties for any extra costs we incur eg. for typing comments, needs to be examined. This has worked well in the past but there have been some complaints this year. One solution would be to increase our budget directly by an amount equivalent to the costs for typing.

CONSULTATION

The major portion of our time is spent in working on a one-to-one basis with individuals or groups of faculty around specific issues of concern. We have grouped our work here into three areas: Teaching Development Service, Short Term Consultations and Special Projects.

TEACHING DEVELOPMENT SERVICE:

The major program we have to offer individual faculty members who are interested in taking a constructive look at their teaching is the "Teaching Development Service", which was developed at the University of Massachusetts and we have adapted to meet the needs of Concordia (see Appendix #3 for description). The program includes comprehensive data collection on individual teaching strengths and weaknesses using in-class observation by a trained consultant, questionnaires, and video-tapes of actual class sessions. Specific improvement strategies are collaboratively developed, implemented, and their impact assessed at the end of the term. This is a very individualized and strictly confidential service which requires a considerable amount of our time for each client. However, we feel it is one of the most powerful aids we can provide to assist faculty to examine and improve their teaching.

We have handled the following requests since the Teaching Development Service has been offered:

Summer 1976 - 7 professors (summer pilot project)

1976 - 1977 - 7 professors in 9 courses

1977 - 1978 - 10 professors in 12 courses

1978 - 1979 - 8 professors in 12 courses

1979 - 1980 - 10 professors in 16 courses

80/81

On the whole we were more than satisfied with how the service ran this year and the level of professionalism we have achieved. Faculty who used the service found it helpful and would recommend it to their colleagues.

Two problems became apparent -

1. We had reached our capacity in terms of the number of faculty we could work with in a given year.
2. Faculty whose teaching schedules included evenings could only be accommodated with difficulty.

1980-81:

1. If the demand for the Service remains constant or increases we will have to hire an additional consultant to work part-time.
2. Written materials on various teaching skills which the Service addresses need updating.
3. If feasible, we would like to conduct some research on the method of teaching improvement in conjunction with McGill. The research would address the question of the role of attitude change in skill training and would hopefully add a new and richer dimension to the Service.

SHORT-TERM CONSULTATIONS:

These consultations are difficult to report on but represent an important aspect of our work with faculty. Many faculty are not prepared to fully commit themselves to our services or to "strangers" with whom they are not familiar. Also, many faculty are not able to spend the time required to engage in a systematic improvement process because of other work and time pressures. For those who are aware of our office, are curious or have specific requests; we make ourselves available by phone or through meetings. Some requests from faculty are for straight information and some are asking for confirmation on the value of experiments they may be trying in their classrooms or on the way in which they may have handled problem situations. Sometimes Departmental committees might want help developing a questionnaire.

To date we have not kept a detailed record of these requests, but do know that during this past year there have been 50 or 60 contacts with individuals or groups, many of them involving several meetings.

This coming year we intend to keep a careful log of these consultations in order to better analyse how our time is taken up in these activities.

SPECIAL PROJECTS:

During this past year we have been involved in or initiated a number of special projects.

MATURE STUDENT CENTER EVALUATION:

Working with principal of the the Center, we developed a questionnaire for their students. We also handled the tabulation and processing of the results of the questionnaire.

SIMONE DE BEAUVOIR EVALUATION:

Together with a committee from the College we designed an evaluation of the first year of their operation. We conducted the evaluation and met with tutors for 1½ days to discuss the results.

MATHEMATICS T.A.'s:

We ran a seminar for Teaching assistants in mathematics to discuss the particular concerns they had, as well as to introduce them to our services. We hope to do more of these next year.

FACULTY LUNCHEES:

We invited small groups of faculty (about 30 in all) in each of the divisions to small informal lunches with us. We hope to provide a pleasant opportunity to meet and discuss teaching and how it might be improved, to get to know some faculty better, to find out how they perceive our Office and the services we offer. We hope to continue these this year.

BROWN BAG LUNCHEES:

We invited the community to two informal seminars / bring your own lunch. These were not well attended, although those who came, enjoyed them.

HANDBOOK:

We are in the process of trying to organize and annotate all the articles and books we have on teaching and learning with a view to making the information more accessible to the community. It will be available to any visitor to our Office and may be eventually published as a handbook on teaching.

MULTICULTURAL STUDY:

We were involved in the development of a proposal to study the multicultural environment here at Concordia. This proposal has received solid support throughout the community and we expect to be involved with it during the coming year.

1980-81:

In addition to following up on several of the projects started last year and responding to new initiatives this year, there are several other projects which are being considered.

AN INSTRUCTIONAL PROBLEM SOLVING TEAM:

This group of people would have diverse backgrounds related to the design, development and evaluation of instruction and would be available to individuals, chairmen, deans, etc. to be invited in to work with faculty on some recognized instructional problems. This year we would like to investigate whether or not there are any instructional problems people are willing to acknowledge and discuss; and how open the interested parties are to outside help.

INSTRUCTIONAL DEVELOPMENT RELEASE TIME:

Are there faculty who have always had some special project they wanted to work on to improve the teaching and learning in their courses/department? Is it possible that these individuals could be released from some of their teaching duties to work on these specific projects in conjunction with the Learning Development Office? This year we would like to discuss this idea with administration, identify interested faculty members, and consider some possible projects.

IN-HOUSE CONSULTANTS:

In our work in this office we have acquired a wide range of skills that might be useful to the university community - eg. helping groups work together more effectively. We feel that there may be units in the university that could use some of these other skills we have. This year we would like to begin to acquaint the community with some of these resources, and to explore some of the ways we might be of help to various groups on campus.

ACTION RESEARCH:

There are many problems of concern to the Concordia community for which very skilled people are available right within the university. We would like to begin to identify some of those issues, as well as the resource people who could be brought together in teams to address the issues.

OUTSTANDING TEACHER AWARDS:

One way of demonstrating to faculty as well as to the outside community that quality teaching is important to Concordia is to give "Outstanding Teaching Awards". During this year we plan to survey other universities who currently give awards to find out what procedures they use to solicit and review nominations, what type of award they give (money, presentation at convocation, citation in calendar, etc) as well as any problems they have encountered.

TEACHING DEVELOPMENT GRANTS

This year with the assistance of \$10,000. from the Rector, we awarded \$14,000. in grants for 17 different proposals. However we had requests from 26 applications for \$40,985. (see Appendix #4 for details). These grants represent a important part of the university's demonstration of its commitment to excellence in teaching. It is not enough to merely talk about the importance of quality teaching. This commitment needs to be manifested in personnel policies and practices as well as in solid support for work on teaching improvement and innovation.

1980-81:

We need more money to be able to fund additional projects, and to be able to fund a few large scale projects.

We need to develop better procedures and criteria for awarding grants. We need to incorporate the recommendations of chairman and deans into some broad guidelines for educational development and innovation at Concordia.

We need to develop some method for stimulating or initiating projects of particular interest and importance to Concordia (eg. part-time students, adult learners, flexible or alternaive time tables) and involving groups of faculty or even whole departments.

We need to develop some better procedures for evaluating the impact of the projects we fund. Although we have no reason to think that the money is not being well-spent; for our own comfort and to prevent possible abuse of funds, better procedures need to be developed. At the moment we only receive a report from the grant recipient.

WORKSHOPS

After several years of offering workshops which seemed appropriate to the Concordia community but had quite varied attendance, we have decided to continue with the only one that has been a consistent success, our annual 5 day workshop; "Improving Instructional Effectiveness".

This year we sponsored two lunchtime seminars on learning. Seven people attended the first, one person attended the second.

In September 79 we sponsored a workshop for new faculty to which 3 people voiced an interest. In the fall we conducted 2 workshops on interpreting course evaluation results - each workshop attracted one person. From now on we will only get involved in workshops that respond to explicit needs expressed by faculty.

The fifth annual "Improving Instructional Effectiveness" workshop (see Appendix #5 for flyer) held in June attracted 15 participants including 1 person from Toronto, 1 from the Gaspesie, 1 from Ottawa and 1 from the Protestant School Board of Greater Montreal.

In the past the workshop has always been residential and was conducted at the Lacolle Centre. Based on interviews we conducted with faculty this year we discovered that although interest in I.I.E. was high, ability to get away from family and work was limiting participation. This year, therefore, we offered the workshop in the Campus Centre, requiring attendance for five days between the hours of 9 to 5 only. Interest and attendance was very positive, so we will continue to use this format for the next couple of years.

We will also continue to advertise the workshop across Canada.

NEWSLETTER

The newsletter "Teaching & Learning" is published monthly during the academic year. Its purpose is to provide faculty with information on educational issues and techniques in higher education as well as a forum for discussion. Newsletters are automatically sent to all Concordia faculty and 27 external institutions as well as individuals who have expressed an interest in our publication.

Surveys we have conducted have revealed that indeed, many faculty do read the newsletter and would like to see it continued. We also often receive comments by phone or letter and take these as further evidence that it is a useful service.

In September 79 we redesigned the format in order to make the newsletter more appealing visually and are satisfied with the results. (Copies of some of last years issues are attached in Appendix #6). We plan no major changes this year.

APPENDIX

#1. 1978 - 1979 REPORT

#2. EVALUATION STATISTICS 1979 - 1980

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#6. "TEACHING AND LEARNING" NEWSLETTERS

LEARNING DEVELOPMENT OFFICE

1978 - 1979 REPORT

June 1979

Ron Smith
Director

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Appendix

Course Evaluation Statistics

Teaching and Learning - "Beyond the Student Questionnaire"

Goals for 1978-79

Learning Development Office - List of Services Available

Proposal for Enlargement of the Learning Development Office (1976)

Teaching and Learning - "The Teaching Development Process"

Budget - 1978 - 1979 - 1980

EVALUATION

One of our major responsibilities and certainly our most rapidly growing area is evaluation. In this we include work with individuals and departments or faculties in the area of the design, development and implementation of course and teacher evaluation. In practice that has meant to help individuals and departments develop or select a student questionnaire, prepare it, print and package it, arrange for the distribution and administration of these questionnaires - either by professors or by hired assistants - the collection of the completed questionnaires, the computer processing of the results, the typing of the comments (charged back to departments in all cases except for individual requests), the distribution of results and assistance in interpreting those results.

During the past 10 years we have seen a dramatic change in attitude toward and use of student evaluation data in personnel decisions. We went from no formal or systematic input from students to standard department wide, if not faculty wide, course questionnaires being a regular part of the information considered. The weight of student opinion in the assessment of teaching has gone from insignificant to almost overpowering. In some cases it is the only information considered in assessing teaching effectiveness. While we need to certainly maintain and improve this form of input and look to developing other forms of student input, e.g. senior student or alumni surveys, we must also begin to think of other aspects of teaching performance, e.g. course planning and design etc., and begin to develop areas of analysis other than just classroom performance, forms of data other than questionnaires, and judges of quality other than students (see attached newsletter on "Beyond the Student Questionnaire" as an example). Now to turn to specifics.

1 - Increases in Demand

The amount of work involved this year more than doubled. The major reasons for this increase are (1) the general regulations adopted by the Arts & Science Faculty requiring departments to have an approved questionnaire (the number of departments using our service went from 8 in the first term to 16 in the second term) and (2) the decision in the second term for the Faculty of Commerce to use our services for the entire faculty (that represented 418 courses).

Even though a complete statistical report is attached as appendix I, I would like to single out a few highlights:

<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
342 courses	500 courses	732 courses	1,684 courses

To establish some sense of the magnitude of work this involved I should point out that the 1,684 courses represent 48,940 questionnaires which are handled three times - once to prepare the packages, then to prepare them for the computer centre, and finally to type the comments. We were only able to handle the load this year with a modest over run in our budget by eliminating one step, that is the coding of responses, and redesigning the questionnaires to be key-punched directly by the Computer Centre. This freed up time of our staff, with generous inputs of extra clerical help, to handle the overload in volume.

The total of 1,684 courses evaluated in this past year can be broken down in this way - 452 courses were evaluated in the first term and 1,282 courses in the second term.

The general breakdown across terms 1,218 courses in Arts & Science and 466 courses in Commerce. Another is 183 requests by individuals and 1,501 by departments or faculties.

2 - Projection for 1979-1980

It is always difficult to project, but it would seem reasonable that: Commerce would evaluate in both the first and second terms next year, that departments who only began using our services in the second term would also use our services in both the first and second terms next year, other departments in Arts & Science may request our services, as well as departments from the Faculty of Engineering or Fine Arts. A rough estimate of 2,400 courses or 67,000 questionnaires - based on doubling the numbers from the second term this year - does not seem like an unrealistic estimate.

3 - Modifications and Improvements

Last year was very hectic in our office, because of the overload, and a very large part of our energy was consumed in merely staying on top of the situation. There are several very clear, important and definite areas that need work that I feel I could handle, if my time were freed from the routine computer work and crisis management of overloads. Some of these areas include: meeting with individuals, whole departments and/or their personnel committees to discuss the use and interpretation of evaluation results as well as the development of alternative models of evaluation that include other methods of students input, e.g. surveys of students who drop courses, plus input from other sources;

- designing new ways of reporting results back to departments which demonstrate and utilize the richness of the data and at the same time assist in making appropriate comparisons and decisions
- assessing the psychometric integrity of the questionnaires, that is, do they measure in a reliable and efficient way all that they purport to measure

4 - Budget Requirement for 1979-1980

In order to meet the demand we expect to face next year, we will need an increase in our budget allotment in part-time secretarial/clerical, printing and supplies. The minimum in the staff and operating budgets requirement for next year would include:

- additional part-time (ideally permanent) secretarial/clerical help during the academic year. About eight months of a 60% secretary is approximately \$4,500.
- the additional cost for printing questionnaires this year has been about \$2,500. Next year if our projections are accurate we would require that \$2,500. plus an additional \$3,000. - \$4,000.
- in addition our supplies budget to support this operation is likely to require about a \$1,500. increase (envelopes and paper in large volume)
- although we have never been directly assessed charges for keypunching or computer time, there is certain to be an increase in that area. Last year our computer charges alone were approximately \$2,400.
- if we are to develop new ways of analyzing and reporting data we may require some increased funds in our consultant budget.

Summary

In summary, to continue to meet the current demand, to meet some moderate expansion in that demand, and to develop alternate methods of evaluation and better ways of analyzing and reporting the data we will require an increase of approximately \$12,000. in our present budget.

INDIVIDUAL CONSULTATION

The major program we have to offer individual faculty members who are interested in taking a constructive look at their teaching is the "Teaching Development Service", which was developed at the University of Massachusetts and has been adapted to meet the needs of Concordia. The program includes comprehensive data collection on individual teaching strengths and weaknesses using in-class observation by a trained consultant, questionnaires, and video-tapes of actual class sessions. Specific improvement strategies are collaboratively developed, implemented, and their impact assessed at the end of the term. This is a very individualized and strictly confidential service which requires a considerable amount of our time for each client. However, we feel it is one of the most powerful aids we can provide to assist faculty to examine and improve their teaching.

We have handled the following requests since the Teaching Development Service has been offered:

Summer 1976 - 7 professors (summer pilot project)

1976 - 1977 - 7 professors in 9 courses

1977 - 1978 - 10 professors in 12 courses

1978 - 1979 - 8 professors in 12 courses

This past year Jane Magnan, the Assistant Director has handled all the clients we have had. By concentrating on one consultant we have been able to upgrade the quality of the service by developing the experience, skill and expertise of one of our permanent staff. We have also had the major computer programs rewritten to run on Concordia's computer and hence saved the computer charges at McGill.

However, given the overload we had in evaluation we did not advertize this service widely. We expect that with our Office now serving both campuses and with increased advertizing we could greatly increase the awareness of and demand for this service. Jane feels that she could handle up to 15 clients. We are also experiencing real scheduling problems - evening classes, both campuses etc. There also is the possibility of making the service available to faculty during the summer session, as we are doing with the evaluation service.

A high priority for us in terms of reaching more faculty with this service could be met if increased funding were available to hire a full-time or permanent part-time person who already has basic skills and could be trained on the job in our specific service. The starting salary for a full-time person in this area would be at least \$15,000.

WORKSHOPS

We continue to sponsor workshops both on the campus and at Lacolle. As always it is difficult to determine the content, topics, timing and location for these workshops to attract sufficient numbers. Unfortunately we had to cancel two of our workshops. Our fifth weeklong residential workshop on "Improving Instructional Effectiveness" went very well. We are considering offering the content of that workshop here on the campus in evening sessions spread across both terms.

We have been invited to run workshops for departments on three occasions. The responses indicated that they were well received and we hope to be invited to offer more next year.

We are currently interviewing and surveying faculty members in order to get an accurate picture of how they see our Office and what particular activities they would find most useful. We also plan to meet with all the departmental chairpersons early next year. We expect that these two activities should generate a greater awareness of and interest in what is already available and what could be done.

IMPROVING TEACHING GRANTS

It seems essential for us to be able to offer to faculty some form of tangible support to encourage work on improving teaching. Over the last two years we have had requests for grants of \$40,889. However, we have only had \$11,000. to award. Any increase in our funding in this area would be appreciated and useful.

In addition to more funding, which would allow us to support more projects, or a few larger scale projects, I feel we need to work on other areas. We need to develop better procedures and criteria for the awarding of grants and for the follow-up evaluation of projects. We also want to be able to stimulate particular types of projects - e.g. involving a whole department in a review of their curriculum, developing particular methods for teaching mature students, or foreign students

NEWSLETTERS

Our newsletter "Teaching and Learning" is now coming out about eight times a year and seems to be well received. We plan no major modifications for next year and hence there are no budget changes anticipated. The increased cost of printing to circulate both campuses has been covered in our printing budget, and already mentioned earlier in the report.

LIBRARY AND READING ROOM

We have a small and slowly growing collection of books and articles on teaching and learning. These materials are available to all faculty members and are used by us in consulting with faculty and in our workshops. An increase of \$500. in our budget would allow us to increase the rate at which we can acquire new selections from the many good books, modules and video-tapes that are now being produced on teaching and learning.

MODULAR COURSE ON TEACHING & LEARNING

We have available nine self instructional modules on various topics related to teaching and learning. In addition to being used as resources in our workshops, the modules have been used by about ten faculty on both campuses. We will continue to make these available to faculty next year.

SPECIAL PROJECTS

Some of our most exciting and rewarding work comes under the title of special projects. We are currently investigating the feasibility and possible forms for a "handbook" on teaching for faculty. This "handbook" would provide faculty with ready access to relevant and useful information about important issues in teaching.

Other ideas that we have thought about in this area but have not had the time to move on include: a special series of workshops for chairpersons to discuss their role in the assessment and improvement of teaching; and examination of the special problems of teaching adult learners, foreign students, large classes etc., the development and marketing of a course for students on "Becoming a better consumer of your own education", the area of adult development and faculty retrenchment -- ways to help individual faculty members and the university as a whole deal with serious problems of declining numbers (when professors are very worried about job security they are unlikely to invest much energy in teaching improvement efforts).

In summary if we had some free time from the load of our other tasks we feel that these are some of the exciting and worthwhile projects we would want to consider beginning.

OTHER CONSIDERATIONS

There are several other topics that should receive consideration either now or in the not too distant future.

1. Location in the university structure and funding.

Although we are housed in the Faculty of Arts & Science and receive all our funding there, we do provide service to all faculties on both campuses. I do not have any specific recommendations to make at this time.

2. Research in addition to service.

In addition to providing support services to faculty in the area of evaluation and improvement, there is the possibility, if not the need, for us to develop a research interest in this area. The involvement of office staff in ongoing research projects often increases their credibility in the eyes of the university community.

3. Utilization of existing resources.

There exist in the university many people with skills, and some with interest, in our area of activity. It may be possible to involve some of these people in preparing joint research proposals for funding or involving them in some way (e.g. cross appointments) in our service role. A description of the possible role and development of a "centre de service pédagogique" was prepared and submitted to the university administration (report attached). In addition, in one of our "Grandes Orientations" reports to the government we mention the work of both Lacolle and Learning Development in the area of pedagogical innovation. Perhaps a closer linking of these two operations would provide for a better use of resources.

DEPARTMENTNo. of courses
SENT OUT:No. of courses
RETURNED:No. of sent out
QUESTIONNAIRES:No. of returned
QUESTIONNAIRES:No. of pages of
COMMENTS:

BIOLOGY	39	36	1433	1287	48
CHEMISTRY	80	51	1580	1468	50
ECONOMICS	128	52	2318	1976	52
FINANCE	28	28	695	695	33
FRENCH	26	14	458	261	0
HEALTH ED.	30	13	697	235	13
HISTORY	12	7	191	120	11
LIBRARY ST.	17	16	317	264	16
MATH	93	93	3228	3228	86
<u>INDIVIDUALS</u>					
COMMERCE	48	48	3024	3024	103
ARTS & SCI.	42	42	1098	1098	62
ENGINEERING	2	2	75	75	5
<u>TOTAL:</u>	452	402	15,114	13,731	489

COURSE EVALUATION TOTAL

<u>DEPARTMENT</u>	<u>COURSES SENT OUT</u>	<u>COURSES IN</u>	<u>PERCENTAGES</u>	<u>QUESTIONNAIRES SENT OUT</u>	<u>QUESTIONNAIRES IN</u>	<u>PERCENTAGES</u>	<u>PAGES OF COMMENTS</u>	<u>HOURS TO TYPE</u>
ACCOUNTING	104	82	78%	3939	2122	53%	152	19
BIOLOGY	61	52	85%	1639	1021	62%	60	11
BIO. PHYS.	35	34	97%	1079	931	84%	53	22
CLASSICS	18	11	61%	310	92	29%	14	03
CHEMISTRY	55	46	83%	1348	789	58%	-- **	-- **
ENGLISH	73	73	100%	1019	1019	100%	90	23
ENGLISH LANG.	37	37	100%	548	548	100%	-- **	-- **
ECONOMICS	79	71	89%	3000	1496	49%	80	19
FINANCE	61	37	60%	2214	1048	47%	46	10
GEOLOGY	08	08	100%	125	125	100%	09	03
HEALTH ED.	30	22	73%	830	446	53%	24	07
HISTORY	23	23	100%	589	589	100%	30	08
LIB. STUDIES.	05	04	80%	80	46	57%	04	01
MANAGEMENT	120	102	85%	4296	3009	70%	176	37
MARKETING	59	59	100%	2727	1999	73%	85	17
MATHEMATICS	131	131	100%	2596	2596	100%	139	23
MODERN LANG.	79	65	82%	1244	691	55%	78	16
POLITICAL SCI.	60	53	88%	1721	926	53%	61	15
QUAN. METHODS	74	50	67%	2786	1491	53%	57	12
SOCIOLOGY	52	48	92%	1483	986	66%	121	34
THEOLOGY	27	26	96%	253	232	91%	16	03
TOTALS:	1191	1034		33,826	22,202		1295	283
INDIVIDUALS	91	91						5

** THE DEPARTMENT HAS TYPED ITS OWN COMMENTS BY REQUEST OF THE CHAIRMAN.

teaching and learning

November 1978.

EVALUATING TEACHING: BEYOND THE STUDENT QUESTIONNAIRE

Jane Magnan
Ron Smith

Volume 5

Number 3

Learning Development
Office

2492 West Broadway
Local 397 or 695

Most discussions about evaluating teaching usually become discussions about the merits or faults of student questionnaires. Are students able to evaluate teaching? Should they? Do they take it seriously? Surely, given all the discussion and research in this area, there must be something beyond the student questionnaire for the assessment of teaching effectiveness. In this article we will briefly review one alternative - the teaching dossier or portfolio. This is a method of evaluation being currently discussed by various groups, including the CAUT Teaching Effectiveness Sub Committee of the Committee on Academic Affairs.

The evaluation of faculty has been the subject of considerable research and numerous methods have been developed for the evaluation of teaching by students, by peers and by the instructor himself. The various elements of a more comprehensive program of faculty evaluation exist, yet usually those elements are not assembled in a coherent and systematic manner. Evaluation remains a most sensitive area for many faculty and evaluation decisions are a source of distress for personnel committees and chairman. Even with the best of intentions significant career decisions are often still made on the basis of rumor, hearsay and innuendo; the faculty member feeling the passive victim of a process over which he has little or no control.

There is perhaps no one approach to the evaluation of faculty which will solve all of the problems. Difficult and demanding decisions must still be made that will affect the futures of both individuals and institutions; not everyone can get tenure, promotions and merit. The use of teaching portfolios to assess faculty performance may offer at least a partial

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solution to two of the major obstacles in the evaluation of faculty; instead of a random and often haphazard process of documentation and evaluation, a portfolio provides an approach that is both systematic and comprehensive; instead of faculty feeling like passive participants in an alienating evaluation process, the creation of a teaching portfolio actively involves the faculty member in the design and implementation of his own evaluation.

WHAT IS A TEACHING PORTFOLIO?

A teaching portfolio or dossier is a set of documents which collectively indicate a professor's commitment to teaching in terms of what he or she does to improve teaching and the results of those efforts. The portfolio approach to faculty evaluation may at first appear to be so detailed and even cumbersome as to be impossible to implement; faculty, it would seem, will be doing little else but collecting information for their portfolios. As the process becomes routine and as faculty gain in the experience and skills needed for effective documentation, teaching portfolios can become a normal and accepted part of institutional life. For the most part, faculty appear more than willing to invest their time in an evaluation process over which they have some control. Finally, a full portfolio review need not be conducted every semester or even every year. Untenured faculty frequently face major reviews after their second or third year and again just before a tenure decision, more and more institutions are requiring three to five year reviews of tenured faculty. Carefully and slowly developed over a number of semesters, a portfolio can avoid the wasteful, disorganized and generally time-consuming scramble for documentation in the months and weeks just before review. The description offered in this newsletter of the use of portfolios in assessing faculty performance is only meant to be a model; it is expected and hoped that individual faculty, department chairpersons and administrators will be able to modify the model to meet their own unique needs and demands.

WHAT GOES INTO A TEACHING PORTFOLIO?

Following is a list of the types of information, and categories, that could be included in a portfolio:

Reports from Self

A. Statement describing current and recent teaching responsibilities and practices

1. Listing of course outlines, syllabi
2. Statement of instructional goals, lists of general and special objectives.
3. Quizzes and examination items perhaps keyed to instructional objectives and/or goals
4. Copies of handouts, worksheets, lab manuals, etc.
5. Lists of references, films other media used in instruction
6. Office hours and statement of availability to students
7. Evidence about revising instructional materials periodically and why

B. Steps taken to evaluate and improve one's teaching

1. Use of student questionnaire, data — specify
2. Use of self-evaluation data — specify
3. Use of peer ratings
4. Use of administrative ratings
5. Use of collegial teaching situations in order to discuss teaching
6. Participates in seminars, workshops, or seminars aimed at improving teaching.
7. Reads literature on teaching and learning and its improvement
8. Critically reviews new teaching materials for possible application
9. Pursues line of research that contributes to teaching
10. Attends seminars or workshops to update knowledge of developments in one's discipline
11. Authors text or other instructional materials
12. Attempts instructional innovations
13. Evaluates instructional materials
14. Attends professional meetings likely to influence teaching
15. Knows about and uses teaching support services (e.g., library, student counselling services, teaching/learning centre) to improve teaching and learning.
16. Edits professional journal related to teaching (e.g., Journal of Chemical Education)
17. Participates in new course development and existing course revision activities where needed
18. Consults with colleagues re: course improvement
19. Does action research on his/her own teaching
20. Participates in curriculum committees

Reports from Others

A. Student responses

1. Formative (while course is in progress) questionnaire data — what and how used?
2. Summative (at conclusion of course) questionnaire data — what and how used?
3. Student interviews — what and how used?
4. Creates a student committee to evaluate course
5. Elected master teacher of year by students
6. Elected "come back" teacher of year by students
7. Open ended evaluation by students (unstructured)
8. Student reported satisfaction with consulting at other out of class contacts

B. Colleague responses

- Statement of referees who observed teaching
- Statement of participants in team teaching
- "Grapevine" comments of those who teach sections of the same course
- Colleague evaluation of one's contribution to teaching improvement and course development
- Colleague's ratings, from other institutions
- 6. Colleagues elect one to committee on teaching.

C. Reports from others

- Administrator's ratings — same institution
- Administrator's ratings — from other institutions
- 3. Alumni ratings
- 4. Reports from parents of students
- Invitations to teach by outside agencies, other universities or colleges
- Invitations to contribute to teaching literature
- 7. Invitations to speak about teaching.

D. Products of student attainment

- Scores of students on teacher-made tests (especially pre and post course comparisons)
- 2. Student scores on standardized tests (especially pre and post course comparisons)
- Student worksheets, item sets and lab manuals
- Student projects, essays, field work, etc.
- Publications of students on course-related work
- 6. Evidence of student attitudes toward the subject (especially pre and post course comparisons)
- Student career choices influenced
- Proportions of students who select and succeed in advanced courses in the area and credit instructor for this decision
- Proportions of students who are able to and who elect another course with the same professor.

me principles to take into consideration when putting together a dossier would include using a variety of information in order to allow others to make sound judgments about commitment to teaching. A single statistic; e.g. student questionnaire drawn from a specific point in time does not suffice as an indicator of good teaching. Why? Because if one compares professor A with Professor B at point 1, A may be better than B. But suppose at point 2, (one year later) we note that A is losing ground and B is improving. A fixed time, simple criterion evaluation would punish professor B who is committed to improving and reward professor A who may not be maintaining his teaching effectiveness. The dossier should include a personal definition of good teaching which provides rationale for the information one chooses to gather.

While preparing a dossier can be done alone, it is best done in consultation with others, perhaps the departmental chairperson, another colleague or a teaching resource person.

Adapted from Berquist, William H. and Phillips, Steven R., "A Handbook of Faculty Development" Volume 2. And Ontario Universities Program for Instructional Development "Newsletter" April/May 1978.

AND NOW FOR SOMETHING COMPLETELY DIFFERENT:

SCORING THE COMMITTEE GAME *

BY: Halas L. Jackim

There are three kinds of people in the world - those who make things happen, those who simply watch things happen, and those who plan the Committee Game. The game is not simple; it requires skill and subtle strategies not unlike poker. It has taken the author 23 years of infiltration in committees to enable him to distill and reveal the real nature of the game. Most committee-game devotees become compulsive, insisting that their committees meet no less than once a week, while real connoisseurs of the art are often found holding breakfast meetings in order to squeeze in that extra game or two each week.

Before describing the rules, etiquette, and scoring system for the game, allow me to state the overall objectives: a) To prevent the development of significant decisions; b) To delay or diffuse an issue by making it unrecognizable.

ETIQUETTE

It is proper to show disgust for any act aimed at achieving a speedy discharge of a committee's mission. Use of the words 'dirty', 'mechanistic', 'structured', and 'the cult of efficiency' is in good taste when describing such acts. Resist all attempts at delegation of personal responsibility; insist on committee action.

RULES

Any number may play, although a group which numbers five to fifteen members provides the greatest satisfaction. Players start playing as individuals, but team up with compatible counterparts as the game progresses.

SCORING

The true pleasure in serving on committees comes from scoring and watching other scores. The following should help the novice keep up with the more experienced player and the experienced player to better assess his game:

- 5 points for converting the obvious meaning of a statement into something different by approaching it from a creative-oblique angle.
- 5 points for 'forgetting' an earlier decision and bringing it up for renewed discussion

(additional 5 points if player gets away with it).

- 5 points for citing a study, book or other authority and quickly changing the subject before being questioned about it.
- 5 points for criticizing the administration of the institution.
- 5 points for canonizing the need for student participation.
- 5 points for gesticulating with glasses, pipe, or pen to dramatize a point.
- 5 points for telling the group that it has a communication problem.
- 5 points for delaying a decision by using ploy of need to consult with constituency.
- 5 points for taking twice as long as needed to say something.
- 10 points for injecting an irrelevant issue (5 extra points if it manages to sidetrack the committee's deliberations.)
- 10 points for getting committee to reconsider its procedures.
- 10 points for throwing in a new term, preferable from a foreign language.
- 15 points for phrasing a statement in such a way that a player opposed to it fails to recognize it and votes for it.
- 25 points for wearing down the opposition to the point where it will vote for anything simply to adjourn the meeting.

A final warning is in order. Players can be disqualified for:

- Persisting in their desire to clarify committee's goals.
- Insisting on identifying obstacles to committee's progress.
- Expecting to see implementation of committee's recommendations.

*Taken from the 'Chronicle of Higher Education' July 21st, 1975.

ANNOUNCEMENTS:

Workshop on 'Student Motivation'
December 6th and 7th at Lacolle.
For registration call Noreen
Linton, local 397 or 695.

INDIVIDUAL EVALUATIONS!

We are prepared to design and process course evaluation questionnaires for any faculty who request it. If you would like to use this service, please contact us soon. Local 397 or 695.

GOALS FOR 1978-79.

GOAL #1:

To continue to maintain and upgrade our services and to be able to meet demands from the university.

In terms of specific services this would mean:

FOR EVALUATION:

- to streamline the service to become more cost effective, i.e. cut down on computer costs, ask departments to pay for printing, etc.
- to be an information clearing house in regards to evaluation and available literature in the field.
- to provide the best resources we can to support the new procedures for students input to contractual decision-making.

FOR THE TEACHING DEVELOPMENT SERVICE:

- cut down on expenses by using volunteer consultants from faculty and staff within Concordia and by modifying our computer programs.
- to offer more flexibility to our clients by letting them opt for part of the process if they wish, rather than the complete process.

FOR THE NEWSLETTER:

- to offer more variety in input and output by encouraging others within the community (e.g. Bob Wall) to contribute ideas, articles etc.
- to coordinate the content of the newsletter with activities of the university e.g. testing, course design, etc.

FOR IMPROVING TEACHING GRANTS:

- to develop clearer criteria for awarding money.
- to maintain a more thorough and structured method for evaluation in the use of Improving Teaching funds.
- to encourage faculty who receive funds to 'pay back' the money by donating time in workshops, Teaching Development Service, etc.

FOR WORKSHOPS:

- to offer workshops that meet a defined need within the community.
- to continue to advertise the annual 'Improving Instructional Effectiveness' workshop throughout Canada and the United States, but to begin publicity earlier.
- to create more effective ways of following up workshop activities.

FOR THE LIBRARY'S READING ROOM:

- to better organize our material so that we both know precisely what information we have to offer.
- to publicize our resources.

GOAL #2:

To increase our knowledge of the specific needs of the university community in the areas of faculty development.

To increase the awareness of the community to the kinds and range of services we offer and to better match the above.

Specifically:

- to streamline, update, maintain better mailing lists
- to add clarity to our P.R.
- to coordinate workshops, newsletters etc. with university activities.
- to make more proactive contact with the community.
- to investigate how we are perceived by the university community by systematically interviewing the entire faculty over the course of a few years.

GOAL #3:

To maintain and develop our links with the professional community in this field.

Specifically:

- to continue contact with members of the Professional Development Network in Montreal.
- to consult with other organizations.
- to publish and research in areas of interest to the office and Concordia.

GOAL #4:

To improve evaluation of our performance.

Specifically:

- to evaluate at the end of the fiscal year:
 1. The quality of our services.
 2. Our impact on the university.
 3. The direction we are taking.

Sept 7, 1978.



LEARNING DEVELOPMENT OFFICE

The Learning Development Office was created by the university in 1973 as a response to faculty and student interest in maintaining and improving the quality of teaching and learning. Our specific goals include offering services and support in the design, development and evaluation of courses; serving as a university resource centre, providing literature and workshops, individual and group consultation to the Concordia community; and encouraging and supporting the development of educational research in areas of specific interest to Concordia.

SERVICES

EVALUATION: We view evaluation as one of the major elements in instructional improvement and offer encouragement and assistance to individuals and departments in the design and development of better measures of educational performance. This includes the evaluation of courses, teaching, and student learning.

INDIVIDUAL CONSULTATION: The Teaching Development Service is our major resource in terms of individual consultation. It was created by the Clinic to Improve University Teaching at the University of Massachusetts and has been adapted by us to meet the needs of Concordia faculty. The service includes comprehensive data collection on individual strengths and weaknesses in teaching and provides the opportunity to work over a term or two with a trained specialist on specific improvement strategies. This is a very individualized and strictly confidential service. We are also available for other individual work on course improvement such as information collection, questionnaire construction, in-class observations or course design.

DEPARTMENTAL CONSULTATION: We are prepared to consult with departments in any area that relates to the improvement of university teaching. These areas might include: course evaluation, teaching and administrative effectiveness, curriculum development, and course design.

IMPROVING TEACHING GRANTS: These grants are designed to assist faculty, either individually or in groups, to develop and implement improvements in their courses, or to improve or acquire specific teaching skills. Applications for grants are mailed out to all faculty and are considered twice a year in October and April.

SPECIAL PROJECTS: We consider any activity that is initiated by individuals or a group within the university and that invites our assistance as a special project. These projects represent some of our most exciting and rewarding work. Recently these projects have included work on course redesign, a study of administrative effectiveness and the creation of a course drop survey.

WORKSHOPS: Occasionally we initiate workshops on specific topics such as Motivation, Learning, Evaluation etc. Annually we offer a five day residential workshop "Improving Instructional Effectiveness" for faculty at Concordia and other Canadian and American Universities. In addition, we are prepared to develop and run sessions of specific interest to faculty.

NEWSLETTERS: Our newsletter "Teaching and Learning" is published monthly during the academic year. Its purpose is to provide faculty with information on educational experiments and innovation in higher education as well as a forum for discussion of particular aspects of teaching and learning, eg: grade inflation, student evaluation of professors. Newsletters are automatically sent to all Concordia faculty members. If you do not receive the newsletter and would like to, or if you would like to contribute an article, please contact us.

LIBRARY AND READING ROOM: The Learning Development Office maintains a collection of books, journals and articles on educational innovation and related topics. There is a reading room available in our offices, at 2492 West Broadway, and is open for anyone wishing to spend time exploring the collection.

MODULAR COURSE ON TEACHING & LEARNING: We have available through our office nine self instructional modules on various topics related to teaching and learning. The modules can be completed in any order and each one involves you in directly applying the module's activities to your own teaching situations. You may choose to go through just one or several modules. Most modules are arranged in steps or stages which allow you to pursue the subject in as much depth as you wish.

INTRODUCTION

This paper presents a proposal for the establishment of an enlarged Learning Development Office for Concordia University. Before getting into the main section of the presentation I would like to make several points and raise a few problems. First the points:

1. All the major universities in Quebec except Concordia have large operations 'centres de service pédagogique'. I am aware of centres at McGill, Laval, University of Quebec and University of Montreal. Concordia is obvious by her absence. Representatives from these centres have been meeting monthly for the last 2 or 3 years. This group is attached somehow either to the Conseil des Universités or Conference of Rectors.
2. In our "Grandes Orientations - Progress Report" in section A7(b) pages 3,4 we mention some of our efforts in this area and indicate that we "should have a university-wide organization for educational development, adequately funded to stimulate innovation and to ensure that initiative does not die for lack of support". Such a group would direct its attention to multi-disciplinary education and to adult learner needs. "This is a priority task for the university." It is time to back up these words with action.
3. In Cahier IV the role of Concordia in undergraduate education as well as our particular focus on the part-time student is solidly reaffirmed. The establishment of an expanded Learning Development Office could provide the catalyst for experimentation and innovation in undergraduate education - with a particular focus on interdisciplinary or multidisciplinary programs, in addition to conducting serious research on alternative programs and methods in the area of 'education permanente'.
4. All the centres mentioned in (1) provide a wide range of support services for the faculty of their institutions. This is essential for the growth and development of the faculty members, and the maintenance and encouragement of excellence in teaching. However, the staff of these centres are also actively engaged in research as well. Concordia, given its special mandate in (3), could develop special research interests in the area of the part-time student in both the 1st and 2nd cycle and multidisciplinary 1st cycle Arts and Science education.

Now for the problems:

- A. Most of my work and contacts have been with this campus and with only one Faculty so that my knowledge of SGW and their activities in this area is very limited. Hence their work is not incorporated into the report. I feel the needs which give rise to these proposals are university-wide.
- B. It is not clear whether the focus of this presentation should be Campus-based or University-wide. On this campus we have done some thinking about these problems and perhaps a consolidation on this campus initially could eventually lead to a university-wide organization.
- C. I have great difficulty in projecting the numbers of staff required in such a centre. I feel we have had considerable success with very few people, however, I can see the need for certain specific types of expert personnel.
- D. I have a similar difficulty with the funding projections.

- E. In describing the mandate and objectives of such an Office I have relied heavily on my experience as Co-ordinator. The previous reports of Learning Development are included as indications of what we have done. I would direct special attention to the introduction of this year's report.

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- D. I have a similar difficulty with the funding projections.

OBJECTIVES

The objectives of such an Office should include the following:

1. to provide services and support for faculty in the areas of designing, developing and evaluating instruction,
2. to facilitate access to resources appropriate for the improvement of instruction,
3. to search out and introduce to the campus appropriate innovations in teaching and learning with particular focus on the adult learner, the part-time student and interdisciplinary programs,
4. to be a catalyst in the university by encouraging faculty to re-examine their philosophy of education and their attitudes and assumptions about teaching and learning, as well as to experiment with new methods and techniques in the classroom,
5. to initiate, support and evaluate appropriate experiments and innovations in teaching and learning with particular focus on the adult learner, the part-time student and interdisciplinary programs,
6. to conduct serious research on teaching and learning in higher education with a special focus on multidisciplinary and interdisciplinary programs, the adult learner and the part-time student,
7. to assist the institution in self-examination and evaluation of programs, curriculums and performance.

These objectives could be achieved with the provision of a variety of services to the university and by the development of a group which focused its attention on research and development in a few specific areas.

SERVICES TO THE UNIVERSITY

The staff of this Office would provide the following services:

1. Conduct seminars, workshops, mini courses and training programs for faculty on topics related to teaching, learning and instruction.
2. Assist individuals and departments in the design and development and evaluation of courses and curriculum.
3. Assist faculty in the development of instructional material.
4. Disseminate information on topics and issues in teaching and learning in higher education (e.g. current research, innovations within the university and elsewhere etc.)
5. Consult with individual faculty members, departments, or the administration.
6. Provide intensive individualized improvement programs for faculty like the 'Teaching Development Service'.
7. Provide special programs and services for new faculty members.
8. Establish and maintain a network of connections with experts and resource people in appropriate areas of higher education at other insitutions.

RESEARCH AND DEVELOPMENT

In addition to providing the above services to the university, the staff of the Office would undertake research projects relating learning theory to the specific problems of the adult learner and the part-time student, and in addition exploring the area of interdisciplinary education.

1. Initiate, support and monitor experiments in instructional design with a specific focus on the adult learner, the mature student, and the part-time student. Such experiments might include individualized instruction, modular courses, correspondence courses, CAI etc. They might experiment with different time frames for courses, intensive one or two week credit courses, courses given over 4 or 5 weekends, or cooperative workstudy programs.
2. Initiate, support, and monitor experiments in curriculum development with a specific focus on multidisciplinary or interdisciplinary courses and programs.
3. Develop and sponsor more faculty development programs of the type we offered last May. These types of programs are rare in Quebec and Canada and represent an important opportunity for development, stimulation and enrichment of university faculty.

4. Provide support for institutional research projects, e.g. impact of programs on student development, types of students in programs, recruitment, organizational structures and planning, cost benefit analysis etc.

STAFF

Such an Office would provide a wide range of services to the faculty as well as carrying out significant and substantial applied research on teaching and learning in higher education. In addition the staff might have part-time teaching appointments in various departments in the university.

Since the range of activities is so wide the staff should include people with a wide variety of backgrounds and skills. The staff should include people with the following types of skill and expertise:

- experts in higher education with specific attention to the areas of instructional design, development and evaluation, instructional methodologies, adult education, part-time students, continuing education and non-traditional programs.
- experts in the area of program design, development and implementation
- project and research assistants including literature search skills
- secretarial staff

Ideally I would see the staff as follows:

4 professionals in higher education including the administrator of the Office	\$100,000.
1 program planner	15,000
1 research and project assistant	12,000
2 secretaries (1 administrative assistant)	20,000
	<hr/>
	\$147,000
Programming and Operating Budget	50,000
	<hr/>
	\$197,000

This budget would have to be supplemented by research grants from outside the university.

IMPLEMENTATION

This proposal represents an ideal but when compared to many of the other centres in North America the proposal is very modest. Even now on this campus we have a considerable number of people working in this area, not to mention the people downtown.

On the Loyola campus, the Lacolle Centre which is certainly directly related to the objectives as described, employs two full time people - a co-ordinator and a facility manager/secretary ; plus an operating budget of some size. In the Program Development Service of Student Services there are two full time people who spend a considerable amount of their time working on projects related to this area. In the Learning Development Office there are several partial appointments working directly in this area. In the Andragogy Department there are surely some people who are experts in this area.

A simple consolidation of the various resources currently working in the area, together with their budgets, could bring about a substantial increase in effectiveness, as well as visibility both within the university and in the community at large. The addition of one or two full time professionals in the area of higher education could strengthen the group immensely, and could provide a solid research orientation.

Such an operation requires at least one or two professionals working on it full time to give it cohesion and direction. An interesting model which has been used elsewhere with considerable success is to develop a group with 1 or 2 full time appointments together with several other partial appointments. For example a person could be half time in Psychology or Andragogy and half time in the Learning Development Office. This allows the group to have immediate access to a wide range of expertise and backgrounds which can be very useful both in the service capacity and in the development of research programs. This method of partial appointments had some benefits from the point of financing as well.

Such a consolidation, with the addition of 1 or 2 full time people would provide an excellent operation for the Loyola Campus and a possible model for the whole of Concordia.

A major problem to be resolved is the location of such an office within the administrative structures of the university. There are several advantages to having the office within the Central Administration of the University:

- this ensures and permits widespread impact
- its energies and activities can be directed at problems across the whole university rather than being restricted to one faculty
- it should be relatively immune to budgetary cuts

The above could apply somewhat to a campus operation.

CONCLUSION

I hope this report provides helpful information for you. I would like to meet with you to discuss this report in general and the future work of our Learning Development Office in particular.

BUDGET - 185

Budget Number	Account	Approved Amount	Amount Spent	Over	Amount Requested for 1979-80
185-175	Part-time Office	\$ 0. ^{5000 4762} ₂₃₈	***		\$ 4,500.
185-220	Promotional	\$ 250.	\$ 275.	\$ 25.	300.
185-250	Printing	2,500	5,000	2,500	9,000
185-260	Supplies	3,000	3,500	500	4,500
185-275	Postage	200	350	150	350
185-330	Maintenance	0	35	35	35*
185-435	Telephone	100	325	225	325
185-450	Professional	1,700	1,600		2,100
185-470	Perfectionment	7,000	6,908		7,000 **
185-170	Full-time Office	0.	0.		15,000.*****

*- for typewriter repairs (standard cost)

** - If there are available funds to allow an increase it would be appreciated and worthwhile.

*** - With no set amount approved for 1978-79, we applied directly to Therese Fortin through Dr. Wall for extra secretarial/clerical help.

**** - for a full-time staff member in the Teaching Development Service

COURSE EVALUATION STATISTICS

DEPT.	XMAS 1978	SPRING 1979	XMAS 1979	SPRING 1980	XMAS 1980	SP81
Accounting		82/104 - 78%	86/111 - 77%	74/106 - 70%		
Admin.				9/12 - 75%		
Biology	36/39 - 92%	52/61 - 85%	38/41 - 93%	40/52 - 77%		
Bio. Phys.		34/35 - 97%	15/16 - 94%	22/28 - 79%		
Chemistry	51/80 - 63%	46/55 - 83%	58/68 - 85%	62/79 - 78%		
Classics		11/18 - 61%	7/7 - 100%	7/15 - 47%		
Economics	52/128 - 40%	71/79 - 89%	71/74 - 96%	66/71 - 93%		
English		73/73 - 100%	53/60 - 88%	144/169 - 85%		
Finance	28/28 - 100%	37/61 - 60%	58/62 - 94%	48/59 - 81%		
French	14/26 - 53%		96/109 - 88%	136/151 - 90%		
Geology		8/8 - 100%	4/4 - 100%			
Heal. Ed.	13/30 - 42%	22/30 - 73%	25/28 - 89%	24/30 - 80%		
History	7/12 - 58%	23/23 - 100%	19/21 - 90%	51/57 - 89%		
Journalism				12/12 - 100%		
Lib. Arts.				9/9 - 100%		
Lib. Stu.	16/17 - 94%	4/5 - 80%	6/6 - 100%	9/9 - 100%		
Management		102/120 - 85%	98/109 - 90%	72/116 - 62%		
Marketing		59/59 - 100%	71/74 - 96%	72/82 - 88%		
Mathematics	93/93 - 100%	131/131 - 100%	114/140 - 81%	119/129 - 92%		
Mod. Lang.		65/79 - 82%	9/9 - 100%	62/81 - 77%		
Pol. Sci.		53/60 - 88%	13/13 - 100%	45/51 - 88%		
Quan. Method		50/74 - 67%	59/77 - 77%	56/78 - 71%		
Sociology		48/52 - 92%	21/26 - 81%	66/86 - 77%		
Tesl				25/31 - 81%		
Thea. Arts.				28/41 - 68%		
Theology		26/27 - 96%	11/17 - 65%	13/14 - 93%		
Individuals	92/92 - 100%	91/91 - 100%	16/17 - 94%	28/38 - 74%		

APPENDIX #2



THE TEACHING DEVELOPMENT SERVICE

The Teaching Development Service continues to offer an individualized teaching consultation service to faculty members who are interested in analyzing and improving their teaching effectiveness. Normally, faculty who participate in the teaching consultation process work with a TDS consultant through three major stages of the process:

1. Early-semester analysis of teaching:

Relatively comprehensive information about the instructor's teaching is collected through an interview with the instructor, a classroom observation, a videotape, and a student questionnaire.

This information is then reviewed by the instructor and the consultant in order to identify teaching strengths, to discover possible areas for improvement, and to define improvement goals.

2. Continuing consultation on improvement strategies:

Instructors who elect to continue working in this collaborative arrangement, work with the consultant to find techniques and strategies which will enable them to accomplish their improvement goals. While activities during this stage vary widely, the consultant can help instructors find ways to capitalize on their teaching strengths, examine relevant research on teaching and learning, plan class activities which incorporate principles of learning, experiment with various classroom techniques and skills, and obtain continuous feedback about teaching/learning activities.

3. End-of-semester analysis of teaching:

Information about the instructor's teaching is again collected through classroom observations, a videotape, and a student questionnaire. The consultant and instructor review this information in order to assess progress toward improvement goals and to update their analysis of teaching strengths and areas for improvement.

During the past three years, approximately 30 instructors have participated in the consultation process at Concordia. Several of these instructors have used the process more than once.

All have reported that they've gained something of value, that the process was well worth their time and effort, and that they would recommend it to their peers. When asked what they liked most about the process, the most frequent responses have included:

"The opportunity to talk with someone about my teaching", "the systematic nature of the analysis and improvement procedures", and "the personal interest and support provided by the teaching consultant".

Completion of the 3 stages is optional. Faculty are invited to mix and match parts of the service in a way that is of most value to them individually.

If you think you might like to use our Teaching Development Service or if you would like more information, please contact us - The Learning Development Office, 2492 West Broadway, local 397 or 695. We'd be delighted to talk with you.

TEACHING DEVELOPMENT GRANTS

Appendix #4

<u>Professor</u>	<u>Department</u>	<u>Amount Granted</u>
Antolin, F.	Modern Languages	\$1,000.
Baron, L.	Education	400.
Bernard, R.	Education	450.
Brody, J.	Mathematics	2,200.
Coldevin, B.	Education	700.
Douglass, M.	Civil Engineering	1,200.
Flynn, J.	Finance	800.
Homzy, A., Habib, D. & Walter D.	Music	1,300.
McQueen, H., Goldsmith, B.	Mechanical Engineering	1,000.
Mitchell, D., Schmid, R.	Education	800.
Pitsiladis, P.	Management	500.
Popliger-Friedman, F.	Education	350.
Smith, I.	Mathematics	200.
Swedburg, R.	Bio-Phys. Education	1,000.
Taylor, M.	Applied Social Science	800.
Verschingel, R.	Chemistry	700.
Verthy, M., Tekel, R.	Women's Studies	600.

Prepared on January 10, 1980.

THE LEARNING DEVELOPMENT OFFICE
AND
THE LACOLLE CENTRE FOR EDUCATIONAL INNOVATION
PRESENT:

**IMPROVING INSTRUCTIONAL EFFECTIVENESS
FIFTH ANNUAL
Professional Development Workshop For Faculty**
June 16 - 20th 1980.

RATIONALE

The changing nature of the student population, varied backgrounds and different ages, has put considerable strain on post secondary teaching institutions. In addition, most faculty have had very little formal training in teaching. This program is a professional development experience for people who want to examine and improve their performance as teachers.

GOALS

The sessions are designed to provide participants with the opportunity to explore their attitudes and assumptions about teaching, examine their own teaching style, consider different learning styles, as well as the interaction of these two dimensions in terms of specific classroom behaviors. Participants will leave the workshop with a greater insight into their own philosophy and role as a teacher, greater awareness of student differences in approaches and methods of learning, and increased skill in various teaching techniques.

CONTENT

Participants are encouraged to use the resources of the staff and the other participants to work on examining and improving specific teaching skills which are particularly related to their own situation. In previous workshops some of the areas that have been examined include: simulation in the classroom, using small groups, contracting, course design, improving lectures, alternatives to lectures, learning objectives, characteristics of good and bad seminars, teaching for attitude change, individualized systems of instruction, student motivation.

WORKSHOP STAFF

- Ron Smith:** is a professor in the Department of Mathematics, and has been the Director of Concordia's Learning Development Office since 1973.
- Jane Magnan:** is Assistant Director of the Learning Development Office, and a part-time instructor at Concordia.
- Marilyn Callan:** is Director of the Lacolle Centre for Educational Innovation, and a part-time instructor at Concordia.

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GENERAL INFORMATION

DATE: June 16th — June 20th 1980
LOCATION: Loyola Campus
Concordia University

FEES:

Number of Participants	Fee PER Person
1 or 2	\$150
3 or 5	\$125
5 or more	\$100

Fee includes instructional materials
and equipment, consultation and
tuition for the full five days.

**Special Rates for
Concordia Faculty.**

REGISTRATION FORM

RETURN TO: Learning Development Office

Loyola Campus, Concordia University,
7141 Sherbrooke St. W. Montreal H4B 1R6
482-0320 ext. 397 or 344.

Name _____

Title _____

Institution _____

Address _____

City _____

Province _____

Postal Code _____

Tel _____

Check enclosed for \$ _____

Return by: June 2, 1980.

LEARNING DEVELOPMENT OFFICE
LOYOLA CAMPUS
CONCORDIA UNIVERSITY
MONTREAL, QUEBEC H4B 1R6

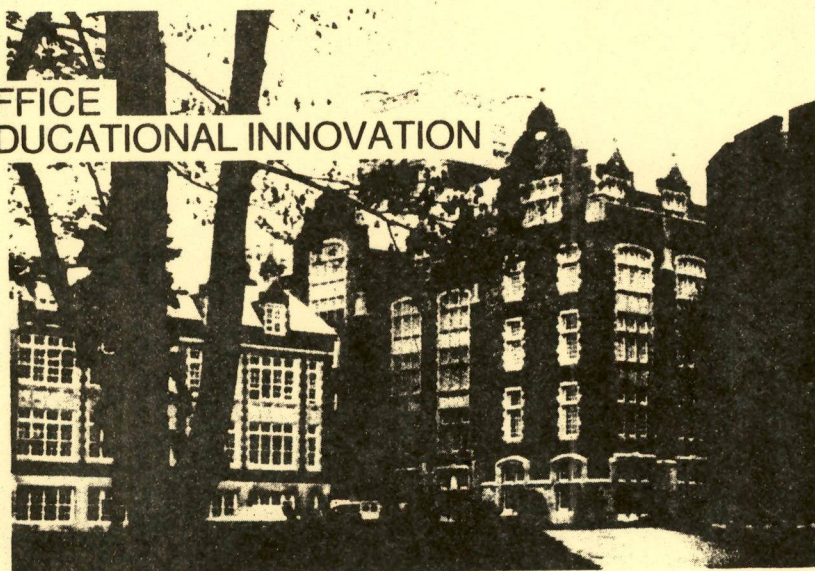
CONCORDIA
UNIVERSITY

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SEPTEMBER 1979

Jane Magnan
Ron Smith

MYTHS ABOUT TEACHING

Many, if not all, the arguments about what "good" teaching is and how teaching might be improved stem from different fundamental beliefs and assumptions about the very nature and purpose of the university and a university education. Many of these different beliefs and assumptions represent legitimate points of view, which often cannot be resolved by argument or research. Furthermore they usually go unexamined and are rarely analyzed or even discussed. They may even develop into a sort of mythology, which leave many individuals feeling helpless and powerless in the face of mysterious processes. Faculty feel it is impossible to do anything to significantly improve the quality of teaching and learning.

In this newsletter we would like to raise for examination and discussion some of these "myths" about teaching and teaching improvement. We will only be able to touch on a few, and would invite you to submit any you feel we may have overlooked.

"Myth" #1. *Teaching and learning are mysterious processes, the results of which defy analysis or measurement.*

Some of the support for and encouragement of such a belief comes from recent changes in higher education. With declining enrollments, new admissions standards; in some cases an "open door" policy; -there come severe challenges to our concepts of academic excellence in teaching and learning. Do we really understand teaching and learning? K. Patricia Cross in her article "The Elusive Goal of Educational Equality" reminds us of the perhaps "unpalatable truth that our identification with academic excellence was more the result of the work of the admissions office than of the teaching faculty. The lesson we learned... was that if you start with quality you end with quality, if you do nothing to destroy it". Cross goes on to challenge us "to be imaginative educators today, because we can no longer select the student body that makes us look good by conforming to what we know how to do".

The system seemed to work well in the past but recent changes have challenged our real understanding of some of the basic processes. Ironically,

much of the early research on teaching, looking for the best way to teach and the ideal teaching method often found there were no significant differences among methods - any one method, well done, seemed about as effective as any other method. This suggested that, at best, the methods did not matter and, at worst, the whole process was still quite mysterious.

However, more careful analysis of such research reveals that there are complex interactions at work in these situations. Some methods are clearly better for certain objectives with certain types of students. Brilliant students can learn from any method, but with the "new students" we have to be more sophisticated in our approach and more responsive to student differences. On-going research is examining different learning styles, different styles and methods of teaching, and their relationship to different types and levels of content. While we are far from having all the answers, we have considerable insight into the nature of the problem and some methods for beginning to design more effective teaching and learning for all students.

Sometimes often related to the "myth" that teaching and learning are mysterious processes is the belief that *teachers are born not made*. Kenneth Eble in his book The Craft of Teaching suggests that the "marginal truth in this belief applies no more to teaching than to any other occupation, profession or skill. Hence, there are born actors, born salesmen, born politicians, born comedians, born athletes and maybe born doctors, dentists, engineers... Athletes come the closest to born anything... Yet even the natural athletes spend an unnatural amount of time conditioning their bodies, acquiring skills, and practicing amidst conditions of intense competition. Potentially great teachers become great teachers by the same route: through conditioning mind and spirit and body, acquiring skills, and practicing in respectful competition with great teachers living and dead". He goes on to suggest "we are both born and made".

Research findings have revealed some consistent earmarks of effective teaching - all of which are tangible and attainable. They have revealed that good teachers include those who have a solid mastery of the subject, can organize and emphasize, can clarify ideas and point out relationships, can motivate students, can pose and elicit useful questions and examples and are reasonable, imaginative and fair in managing the details of learning.

While many agree that there is a spark of genius in the truly exceptional teacher, we want to suggest that the ability to teach and teach effectively is unquestionably within the reach of those who are willing to work at it.

Offices such as ours try to offer methods for systematically observing and analyzing teaching - the means for translating some of the mysteries into logical practices.

"Myth" #2. *Teaching improvement programs or Centres are remedial programs for bad teachers.*

Many centres have reinforced this belief with names such as "clinic to improve university teaching"; suggesting that you had to be ill, if not dying, to use their services. Over emphasis on "improvement" for some people stresses inadequacy or incompetence, and naturally causes resentment and resistance.

This belief may cause problems for professors who use such services or are thinking about doing so. They may feel they are admitting to themselves, or to others, that they are inadequate as teachers. Most universities have very few truly incompetent teachers, and in fact they would be unlikely to acknowledge it even to themselves, by coming to an "improvement" centre. People who seek assistance generally perceive themselves as basically competent and are not threatened by the perceptions of their colleagues; they have more faith in their own perceptions of themselves and their abilities.

Our Office is not oriented towards just adequate teaching; rather our commit-

EFFECTIVE COLLEGE TEACHING

(from "College Teaching" - James A. Kulik and Chen-Lin C. Kulik, The University of Michigan)

After 50 years of research on the factors that determine the effectiveness of college teaching, one review study, "College Teaching" by James A. Kulik and Chen-Lin Kulik at the University of Michigan, reports that certain components in the teaching/learning process do produce a consistent effect on student achievement. Their review indicates that manipulations which affect how, when, how much, and what students study individually lead to improved student performance in college classes. On the other hand, studies designed to isolate effective features of classroom instruction (the instructional effects of different class sizes, of student-centered vs. instructor-centered discussions, of variations in teacher humor, for example) have shown that such features have seldom produced strong or consistent effects on student achievement.

WHAT CAN REALLY HELP A STUDENT LEARN?

1. FREQUENT QUIZZING. In many conventional courses, teachers evaluate student performance by giving one or two hourly quizzes during a term and then administering a final examination. In other college courses, instructors give weekly quizzes and then a final examination. Scores on final examinations are almost invariably better in courses with frequent quizzing. It would appear that frequent and high-quality feedback to students results in higher level of attainment.

2. IMMEDIATE FEEDBACK. Quizzes influence student learning most when students receive immediate feedback on the accuracy of their answers. Six studies carried out between 1950 and 1977 suggest that the timing of feedback, not necessarily the form (written vs. oral) is the critical factor in producing superior student achievement.

3. REQUIRED REMEDIATION. A number of investigators have also demonstrated that student achievement is further enhanced when students are required to restudy and repeat quizzes if they do not reach a defined level of mastery. In the 1977 study by Kulik, Jaska, and Kulik it was also observed that a remediation requirement also seems not to affect the overall satisfaction of students with their college courses.

WHY DO THESE FEATURES MAKE A DIFFERENCE?

In college courses with many quizzes, students study differently. They may not study more, but instead of cramming for one or two major examinations, they distribute their study time over a term in preparing for many small quizzes. Distributed learning seems superior to massed practice. In addition, when student receive immediate feedback on their examinations, they have a chance to correct misunderstandings before errors are consolidated and interfere with new learning. Finally, a remediation requirement ensures that these errors are corrected, and that at some point each student has a chance to respond correctly to each important kind of question asked in a college class.

INDIVIDUAL EVALUATIONS

We are available to assist individual professors design and implement course evaluations for their own personal use at any time during the term. Please contact our Office.

ment is to excellence in teaching - teaching well, teaching better. Recognizing that all teachers have particular strengths, as well as weaknesses, our goal is to assist individuals to recognize those strengths and weaknesses, to understand the changing demands of teaching their particular subject to the wide variety of students in their classes, and to develop and implement strategies for increased effectiveness.

We would suggest that this myth be revised to say that there are many able and conscientious teachers who are striving towards excellence - some of whom choose to use the services of our Office.

"Myth" #3. *A university should hire good people and then get out of their way.*

Good people in this context are most often well funded and published scholars. An assumption closely connected with this "myth" is that *"teaching a subject matter requires only that one know it"*.

Attempts to connect effective teaching with effective research have arrived at little correlation. Some good researchers are good teachers; some good researchers are poor teachers, etc.

Eble has a useful example in which he compares teaching and research with writing and reading. Teachers draw upon ideas and information that come from research as writers draw upon their reading; both teachers and writers use other resources as well. Research may stand in the way of teaching as reading may keep a writer from writing. Research can be the foe as well as the friend of teaching.

Research is often only indirectly related to teaching undergraduates. The specialized character of the bulk of research does not match the level and generality of the subject matter in most courses. Perhaps more importantly, the time devoted to research comes out of the same number of free hours one can allot to teaching; and professors usually comment that there is never enough time for either. The psychological set, the

satisfaction, even the physical postures for research (the researcher often must isolate himself, the teacher cannot) are not the same as for teaching.

Universities often tend to stress the production of knowledge over its dissemination. Offices are set up to help professors with research funding, sabbaticals are granted, conferences sponsored to help acquire new knowledge. The concept of trying to keep up in your field, of needing opportunities for periodic refreshment and regeneration is common. Emphasis is placed upon defining, accumulating, analyzing and storing information and to refining the methodologies that govern these acts. The dissemination of knowledge, in which teaching plays such a large part, is often regarded by many as the lesser activity which infringes on the higher one. Stimulating and developing skills, sympathies and attitudes that do not involve the production of knowledge, although such qualities are vital to teaching, become secondary considerations.

We feel that every university has the fundamental on-going responsibility to its faculty, as well as to its students, to provide for the on-going professional development of its faculty both as scholars and as teachers. We see our role in Concordia as part of the university's commitment to the support, development and recognition of excellence in teaching.

TEACHING DEVELOPMENT SERVICE

Confidential, individual consultation designed to help identify and increase skill proficiency.

Call local 397 for more information.

January 1980

DEFINITIONS OF GOOD TEACHING by: Ron Smith

At the time when many of us have just finished marking examinations and assigning final course grades, when our students have just finished completing evaluation questionnaires, when personnel committees are beginning to make their recommendations, it is appropriate to ask just what is "good teaching". All of us have our own, at least implicit, definitions of good teaching. These definitions influence the types of information we consider when examining our own teaching or assessing our colleagues. The areas we choose to focus on and the degree of responsibility for course outcomes that we assign to our students and to ourselves are all part of our definition of teaching.

Since our definition of teaching determines how we evaluate teaching as well as what we do to improve it I want to examine four different definitions of "good teaching".

The definitions considered here have been adapted from an article "Definitions of Good Teaching" by Ken Doyle. The complete article is available in our office.

DEFINITION 1 Good teaching is the doing (or not doing) of particular things and the manifesting (or not) of particular qualities.

For example, a "good teacher" speaks clearly; has no annoying personal mannerisms; exhibits a firm grasp of the subject matter, is sincere, respectful, supportive; is enthusiastic about the material; never puts students down; etc. Most articles and books on teaching attempt to list qualities and behaviors of good teaching; as do most evaluation questionnaires.

These lists, when generated in a careful and thoughtful manner, can represent the accumulated wisdom and experience of many teachers and students. They can also provide professors who want to be "good teachers" with specific directions, as well as useful means for self - evaluation.

The major problem with these types of definitions or lists (and the countless questionnaires around university campuses these days represent this type of definition of good teaching) is the difficulty of establishing a really satisfactory criterion for selection. How do we know for example, that it is the really good teacher who "has no annoying mannerisms"? Or "is enthusiastic about the subject"? Or, for that manner, that it is the good teacher who "exhibits a firm grasp of the subject matter"? This problem leads to endless arguments of the "I know a professor who" type: eg. "I know a professor who mumbles, has hundreds of annoying mannerisms but is still a great teacher."

There are several different ways in which these lists or definitions can be developed. One method has a person or a committee choosing on the basis of reason, experience, philosophy etc, a set of behaviors and qualities that describe good teachers. In a more systematic way, surveys of samples of students or faculty are conducted, asking "which of the following define the good teacher" and then elaborate statistical analyses are done.

Individual judgement can be thorough and thoughtful, or it may be whimsical or stereotypic. The products of committees, which so often grow from negotiation and compromise, may hit or miss the essence of good teaching. The results of surveys, which usually stress the average or majority, may for those very reasons be meaningful or meaningless.

So this "subjective" data is often abandoned in order to seek more empirical and "objective data".

"Hard" data comes in several shapes. One of the most common techniques is to choose acknowledged good and poor teachers for detailed empirical comparison. "A" is a good teacher, "B" is a poor one; those behaviors or characteristics which distinguish or discriminate "A" from "B" become the definition of "good teaching".

But the circularity in this procedure is obvious: what verifies the initial decision of who is good and who is poor?

A similar but rare (however appealing) technique is to choose as "good" those professors whose students perform better than expected (on the basis of admissions data, for example) and to describe as "poor" those whose students underachieve. The detailed differences between those professors define "good teaching". But by making this substitution of learning for teaching we trade the intricacies of one problem for the complexities of the other. A good definition of learning requires a decision about what should and should not be learned, followed by the measurement of that learning, which must attend not only to factual recall and basic comprehension, but also to higher order operations like application, analysis, and synthesis, as well as the learning of attitudes, values, and skills. Traditional tests and examinations are unlikely to measure these latter kinds of learning. There are also problems in finding initial levels of achievement to use as the base for the measurement of new learning; as well as the extreme difficulty of controlling different levels and kinds of motivation among students and across courses; so, our learning criterion -- "our hard-data definition of teaching" -- will be severely limited most of the time.

In spite of all these problems, many people favor an even more complete incorporation of learning into their definitions of "good teaching". So a second kind of definition has arisen:

DEFINITION 2 Good teaching is whatever results in student learning.

On the face of things, this avoids the confusion of teaching processes of Definition I and goes straight to the core of the purpose of education.

But, as if the already mentioned conceptual and operational problems of defining and measuring student learning weren't enough, there are philosophical and common-sense problems as well. Philosophically, an important issue is professor responsibility.

Why should we make professors solely responsible for student learning? Why should we make one person's "goodness" dependent on other people's actions, especially when those actions may be beyond the control of the professor.

Common sense also provides some objections. The students of a "terrible" instructor, by whatever definition of terrible one chooses, might find themselves learning nothing; accordingly, they might panic before an impending examination and head off to the library. Indeed, these students might learn much, perhaps even more than the students of a more typical "good" professor-- but should the former professor then be considered as good as (or even better than) the latter? And be rewarded accordingly? If so, the conclusion would be that professors should interfere with or at least be irrelevant to learning in order to motivate students to learn on their own. Clearly this conclusion is contrary to common sense.

Student responsibility is also an issue that can cloud the use of student learning in a definition of good teaching. A student has every right to choose how much, what, and how well he or she wants to learn in a course. To argue otherwise would be paternalistic. And students certainly exercise this right. It follows, then, that a professor could do a superb job (again, by whatever definition) and still not increase the quantity of learning for a student who chooses not to learn. (To propose that a really good teacher would change the student's position is to propose the violation of another's right; perhaps the most a teacher can do is encourage and even help the student to evaluate his/her position; the professor, then, must accept the result of that evaluation and deliver whatever consequences are appropriate, e.g., a failing grade.)

There is a special complication that affects both process and outcome definitions of good teaching and that has led to a third kind of definition.

That complication is the fact that students differ. What's good or effective for one student isn't necessarily good or effective for another; and so the behaviors and qualities integral to process definitions, and the conceptualization and operationalization of learning required in outcome definitions, may have to be different for different kinds of students. Indeed, one of the major reasons for the inconclusiveness of many studies of what makes teaching work is due to failure -- by computing averages, for example -- to account for individual differences among students. So a third proposal is:

DEFINITION 3 Good teaching is tailoring what one does to the needs and abilities of the particular student.

One example of this kind of definition might conceive of each student as composed of a pattern of academic abilities and instructional needs. The instructional setting might be analogously composed of a pattern of academic requirements and teaching resources. The meshing of student abilities and course requirements and the simultaneous meshing of student needs and teaching resources should result in learning.

One problem with applying this very sensible notion to the classroom situation is the diversity of students at least potentially present in any given course: How does one tailor one's course to a group of students when the students all have different needs and abilities? One could tailor the students to the course -- i.e., admit only similar students -- but the loss in stimulation in some kinds of courses might well outweigh the gain in convenience. Or one might tailor the course to some specific subgroup, e.g., students for whom the course is primarily intended, or vary the course to satisfy at different times the different needs of different groups. But, in any event, the very student differences that this kind of definition seeks to honor are the ones that make it difficult to apply the definition in other than one-to-one teaching.

Nor does this kind of definition deal adequately with the criterion problem of definition I, namely, which ability or need variables are most salient for a particular student in a particular course, or which are irrelevant or counterproductive.

Neither does it avoid the learning-related issues raised with respect to Definition II. In fact, this third kind of definition brings all of these problems, both process and outcome, into simultaneous focus.

However we do need a definition because teaching occurs every day and everyone is at least to some degree interested in doing a good job of it. And we need a definition because of the increasing emphasis on evaluation, and a good definition of teaching makes for sound evaluations.

Since it is unacceptable to argue that teaching and the evaluation of teaching should stop until everybody knows precisely what he or she is doing -- i.e., has a completely acceptable definition of good teaching -- the only alternative seems to be to make a bona fide effort to come up with a reasonable definition. Such a definition would maximize the strengths of the preceding definitions and minimize their weaknesses. And it would not violate common sense.

The following might help:

DEFINITION 4 Good teaching is helping to create for each student the occasion to learn.

One emphasis on this definition is on the "occasion to learn". This notion respects the right of the student to choose when and what he or she will or will not learn. And it diminishes the instructor's responsibility for what students do. Thus it respects both student and instructor.

A second emphasis is on "helping to create". This phrase, too, acknowledges that both the student and the instructor (and, for that matter, other students and the institution itself) share some responsibility for creating the occasion to learn.

In addition, this fourth kind of definition includes elements of all three earlier definitions. It speaks to learning, but not in the cause-effect framework of Definitions II and III; rather, it provides that the instructor's rôle is

to set the stage for learning to occur, and the student's rôle is to respond responsibly to those efforts. It also has the strength of possibly providing guidance with regard to things to be done or not done. But it speaks to these in a somewhat different fashion.

For example, an analysis of instruction might reveal these four elements: Subject Matter Competence, Quality of Presentation, Attitudes Toward Students, and Stimulation of Students. Given such a framework, this fourth definition would imply the following:

1. Subject Matter Competence.

The instructor (and the text and any other subject matter conveyances) should have a sufficiency of subject matter competence. Definition I tends to imply, as do rating instruments, for example, that the greater the subject matter competence the better the instructor. The present definition implies a threshold, enough grasp of the subject for the task at hand, namely, to teach these students these things.

2. Quality of Presentation.

With regard to presentation (where presentation can take any form) this definition implies that absorbable content be made available, i.e., not that there is a necessary positive correlation between, say, clarity of presentation and good teaching, but only that the presentation (via instructor, book, or whatever) be sufficiently clear that each student can understand it. Whatever the subject matter of the course -- facts, higher-order learning, attitudes and values, or skills -- that content need only be conveyed with sufficient clarity.

3. Attitudes Toward Students.

Similarly, with regard to manifested attitudes toward students, this definition does not suppose, for example, that the more respectful of students an instructor is, the better a teacher he/she is. It requires of a good teacher only, again, a sufficiency of positive attitudes, such, for example, that students are not so "turned off" that they cannot attend to the objectives of the course. For textbooks, the analogy is that the presentation not interfere with the course objectives

by being too ponderous, too dry, or too cute.

4. Stimulation of Students.

Stimulation is an especially complicated but especially important factor. Besides the sufficiency notion, stimulation is the principle concept in this fourth definition of good teaching. Stimulation is by no means mere entertainment. In fact, entertainment may well interfere with stimulation. Rather stimulation is that complex of qualities and behaviors that occasions a responsible response in a student, that motivates students to do something responsible with respect to the objectives of the course. (A responsible response might be to learn the subject matter as well as one's abilities permit; another responsible response might be to decide that only a particular part of the subject is germane to one's needs and to learn only that, with a willingness to accept the consequences that follow that choice, e.g., a low grade.)

Stimulation ranges from social phenomena like threat of exams and promise of praise through material consideration like offering the opportunity to earn a lot of money in a certain profession. It includes subtle phenomena like contagious enthusiasm and contagious respect for a field, point of view, or style of thinking or doing. In short, stimulation includes anything in the instructional repertoire that an instructor might employ to stimulate a "responsible response".

It may be, however, that good teaching need not involve any stimulation from the instructor beyond that which may automatically go along with sufficient knowledge and with adequately clear conveyance of the subject and adequately positive attitudes toward students.

The good instructor might be characterized solely by those three sufficiencies. On the other hand, it may be stimulation that distinguishes the excellent from the good instructor. Thus a good instructor might be one who demonstrates the three sufficiencies, while the excellent instructor is the one who demonstrates those sufficiencies and at the same time stimulates those "responsible responses". (Whether responses should be quantitatively or qualitatively appraised is at this point an open and debatable question.)

Since most instructors have sufficient knowledge for the courses they teach and many and probably most meet the requirements of sufficiency in presentation and attitude, it may even be that stimulation as here defined is the factor in teaching, the principal way to distinguish levels of teaching quality. So, this fourth definition of good teaching distinguishes good teachers from poor ones in terms of sufficiency of knowledge, presentation, and attitude; and it distinguishes excellent teachers from good ones in terms of the stimulation of responsible responses in the students.

I'd appreciate your reactions.

l'annonce

MULTICULTURALISM

Any thoughts, information, experience that would be helpful in understanding cultural differences and how they affect learning and or behavior in the classroom? If so, we would really like to hear from you. Please phone Jane Magnan, Loyola, local 397, Bill Loucks, local 346 or Don Biosvert local 341.

TRAINING FOR T.A.'s

Calling all T.A.'s, supervisors of T.A.'s, or anyone involved in the hiring and training of teaching assistants. We are now able to meet a limited number of requests in helping T.A.'s acquire more training. We will work with groups or individuals.

SPECIFIC QUESTIONS

Although many of our services require a time commitment from faculty in order to take a systematic look at their teaching, we are more than willing to answer specific problems as they arise. For instance - you may have a disruptive student who takes up more than his share of discussion time in a class, what can you do? Students in the back rows are talking among themselves or reading the newspaper. Students are copying assignments, missing classes, handing work in late.

Next time you experience a "problem" like those mentioned above and would like to blow off steam or get some simple suggestions, give us a call (Ron Smith, Jane Magnan) or drop us a line.

SEMINAR ON INTERPRETING COURSE EVALUATION RESULTS

In order to provide assistance for faculty who want a more complete understanding of their course evaluation results, and in order to get some reaction to new reporting formats, we are holding two seminars, one on each campus:

Sir George Williams Campus -

Friday, January 25th, 1980
10 A.M. - 12 Noon
Hall Building, Room H-762-1 & 2

Loyola -

Friday, January 25th, 1980
2 P.M. - 4 P.M.
AD-128

These seminars are designed to provide individuals with a chance to clear up any misunderstanding about the print-outs from course evaluation and to consider their own results in terms of the new departmental response profiles we are developing.

If you are planning to attend either of the seminars please contact our office by Tuesday, January 22, 1980 at local 397 or 695. If you would like to attend but find the time inconvenient, please let us know.

N.B. -

N.B. - In future issues of "Teaching & Learning" we would like to consider grading and grade inflation. Can you think of specific questions you would like to see addressed?